LHS LIBRARY

Musket

Vol. XXIX, No. 3 Lexington High School, Lexington, Mass. December 1995

Sophomores Kevin Chen, Emily Razzano, and Hanshin Hsieh (left to right) were among the many hardworking LHS students spotted at Cary Memorial Library on a recent afternoon.

photo by Dan Myung

State reform law prompts curricular restructuring

by Christine Chiou

To address the state's 990 hour requirement, the School Advisory Committee has unveiled a plan that outlines key points and possible changes. The Draft Proposal for School Improvement proposes new graduation standards, a technology center, a ninth grade transition program, and reorganization of the attendance system.

Under the plan, the curriculum would be recategorized into seven areas: English, social studies, science, mathematics, fine arts, world language, and wellness (gym, life skills, and support services). This system would eliminate Cluster V requirements and sub-cluster categories, such as IE, IIA, or IIIB. Under the new distribution system, one full year of study would equal one credit, making schedule change in accordance with the new policy requiring 990 hours of class time per year much easier. In addition, the proposed system also would require two years of foreign language and four years each of social studies, science, and math.

"We're cutting right through all the rhetoric surrounding the 990-hour issue," says Principal Philip Lanoue. "The big change is that we have a new set of standards."

"What we're doing is raising the 'floor of excellence.' This way, all students will be performing at a higher level. Students already at a high level can continue to be near the 'vaulted ceiling.'"

-Principal Philip D. Lanoue

Lanoue continues, "Now, we can create a schedule based on those standards. The key driver here is not so much time [as it is] the standard we set for the students of Lexington High School." Lanoue refers to the "floor of excellence" and the "vaulted ceiling of excellence," two terms coined by last year's Superintendent's Advisory Council: "What we're doing is raising the 'floor of excellence.' This way, all students will be performing at a higher level. Students already at a high level can continue to be near the 'vaulted ceiling.'"

The new system would require 28 course hours per week, versus the 22 blocks required by the current system. This method would allow LHS to meet the state's 990-hour requirement.

By spring of 1996, the School Council must submit a finalized plan, including provisions for the 990-hour policy, to the School Committee for ratification. According to state law, a plan must be fully implemented by September 1997. Before that time, Lanoue proposes the creation of a student forum to discuss the merits and disadvantages of the plan. He predicts that the greatest impact of the

Reform-
Continued on Page 2

Reviewing recycling

Is LHS' eco-consciousness a lot of garbage?

by Adam Bund and
Matt Kishlansky

Despite a full-fledged recycling effort at LHS, janitors estimate that nearly 70% of recyclable materials go into the garbage. They attribute the problem to both indifference and ignorance. "Tell the people to stop using the recycle bins as waste bins!" remarked one janitor.

The recycling program at LHS is supposed to be fairly comprehensive. Each room is equipped with two bins: a blue bin for white and gray paper and a yellow bin for certain colored paper, plastic bottles, aluminum cans, and any other recyclable materials. Printed on each bin are written instructions as well as pictures for those who aren't fond of reading. These bins are emptied by the janitors and LABBB students periodically and collected by BFI, a private corporation.

The problem janitors have encountered is that the yellow bins have become trash cans, containing garbage, white paper, and contaminants like old food. BFI's complex collection system is unable to accommodate contaminants. Explains one janitor, "If there was one piece of green paper, [BFI] would make us trash an entire bin... and soda, oh, soda!" BFI would not return repeated phone inquiries.

After receiving complaints from BFI, the town instructed the janitors to begin throwing all contaminated bins into the dumpsters. This policy was not the first retreat in LHS' stance against the environment. A few years ago, LHS introduced recycling bins in the cafeteria. According to janitors, they "didn't last a week. We had to pull [them] out of there because kids didn't care where they threw their stuff."

Much of the blame must rest on the shoulders of the student body. Janitors feel that kids don't recycle because they prefer the challenge of aiming for the smaller waste bin. Joked one janitor, "there's too big a hole to aim at in the yellow container. It's not a big enough challenge."

Students also seem to be eating more in classrooms than in years past. Commented one custodian, "I'm sure that some of it happens after school, but kids need to be discouraged from bringing food into the rooms."

Yet it appears that teachers are culpable as well for not enforcing the recycling policy. Janitors remarked that some teachers, notably English teachers Kevin Murray and Patricia Maier, always have their trash neatly sorted, while others don't seem to care.

Recycling-
Continued on Page 2

Inside

KIDS TALK TO PARENTS
A miracle, perhaps? Only the Peer Leaders could make it happen at their annual Dialogue Night. *Page 2.*

PEACE TALKS IN DAYTON?
Real diplomacy happens at LHS, where Model UN delegates prepare to save the world. *Page 3.*

EVALUATING TEACHERS
"Professional" should mean more than getting paid, argues senior Stefanie Berman. *Page 5.*

EXPONENTIAL GROWTH
More students are participating in math team functions than ever before. *Page 6.*

OUT WITH THE OLD...
Musket sports writers reflect on the fall season and look ahead to winter challenges. *Pages 7 and 8.*

Senate makes X-block special

by Sarah Park

The second annual Special Senate Day was held on December 13, 1995. During X-block on that Wednesday, an open-agenda meeting took place in the Library Media Center. The entire school community was invited to voice their concerns and to ask questions about specific Senate policies or about the Senate itself.

The purpose of Senate Day is to increase the student body's awareness of Senate and to help senators get in touch with their constituencies. On December 12 and 13, senators were stationed at tables set up in various cafeterias and in the main hall, where they answered questions about Senate and encouraged students to attend the special meeting.

Senators also distributed fliers explaining Senate's role at LHS and highlighting important policies implemented by the Senate, such as the Condom Availability Bill, the Community Service Bill, and the Election Reform Bill. During the two-day event, all senators wore blue sashes to identify themselves as representatives.

One objective of Senate Day is to dispel myths about Senate as "too formal" and "intimidating." As freshman Senator Stephanie Coueignoux explains, "Having Senate Day is a way for us to tell the school [that] we're here to help."

Senate Day is also intended to encourage more school community involvement in Senate, which holds weekly meetings that are always open to the public. "Because students usually only think about Senate when it's time for elections, Senate Day is a good way to remind them that if they have a concern, they can bring it to Senate any time during the year," comments sophomore Andrea Pawliczek.

Sophomore Senators Andy Bechtel and Chris Van Nostrand ponder the future of LHS graduation standards at a recent Senate meeting.

photo by Joe Yoon

Knowing that the class of 1996 will graduate just before the 990-hour mandate takes effect, seniors Dave Eisner and Cynthia Lin have plenty of reason to smile.

photo by Joe Yoon

Rigorous graduation requirements necessitate change

Reform- from Page 1

changes will fall on the classes of 1999 and 2000.

The Advisory Committee proposal also includes provisos for the development of a ninth grade transition program. The creation of this program incorporates recent data on school organization. "However," adds Lanoue, "this does not mean the creation of a 'ninth separate grade.' We'd organize ninth grade faculty into teams, assign one assistant principal to the ninth grade, and include guidance counselors as key members of [the] transition team."

Another suggestion in the proposal involves the development of a fully staffed technology center accessible to students, teachers, and community members. Currently, computers are scattered throughout the High School. Additionally, the working condition of some of these computers is questionable. Lanoue envisions approximately 100 computers with internet access, word processing programs, and other software. However, the plan does not call for all technology to be placed in this area.

Also proposed is an overhaul of the current attendance system. Right now, assistant principals spend a large portion of their time checking absences. Many of these absences are due to mistakes made by teachers or students. The Advisory Committee aims to develop a model with a "specific attendance office supported by non-administrative personnel." Assistant principals would then have more time to concentrate on more important tasks. This suggested change is particularly relevant because it applies to a key issue that the entire school is all discussing: time.

Recycling review

Recycling- from Page 1

Above the yellow recycle bin in French teacher Karen Girondel's room is a sign that reads "Boogers are not recyclable!" Does it help? "Not really," says Girondel. "I still find a lot of old tissues in my recycle bin. But I think that the more you remind kids, the better they are." Janitors ask that in the future, students make a concerted effort to place items in their proper places.

News Briefs

JAZZ MUSICIANS CHOSEN FOR ELITE GROUPS

Three Lexington High School students have been selected by Boston's Berklee College of Music to perform with all-star high school jazz groups. Senior Peter Cole, a trombonist, will play in the New England Grammy All-Star High School Jazz Band. Soprano vocalist Catherine Gang and acoustic bassist Alec Derian, both LHS juniors, will perform with the New England Grammy All-Star High School Jazz Choir.

Berklee, in partnership with the National Academy of Recording Arts and Sciences, formed the choir and band after auditioning 90 high school students from across New England. Only 12 and 19 musicians were chosen for the choir and band, respectively.

The groups, directed by Berklee faculty, will perform three concerts in 1996: at the Berklee Performance Center on January 12, at Belmont High School on March 26, and at the Hynes Convention Center in Boston on March 30. Two students from each group will be chosen to perform at next year's Grammy Awards in Los Angeles as part of All-American jazz ensembles.

YEARBOOKS ANXIOUSLY AWAITING PURCHASERS

The 1996 yearbook is currently on sale for $44. Order forms are available in the main office and included in the PTSA Newsletter. After December 22, the price of the yearbook increases to $48, so editors-in chief Katie Gross and Amy DiLuna advise buying now.

Seniors and parents may purchase advertisements in the yearbook; prices vary based on the size of the ad. Advertisement forms are available in the main office, but advertisements should be returned to E-house. Space is limited and will be granted on a first-come, first-served basis. The deadline for advertisements is January 8, 1996.

YEO V. LEXINGTON STILL IN FEDERAL COURT

On November 22, 1995, Federal District Court Judge Richard Stearns heard a summary judgment introduced by the defendants in *Yeo v. Lexington*. In 1994, the LHS Yearbook and *Musket* rejected an advertisement advocating sexual abstinence and submitted by LEXNET, the Lexington Parents Information Network.

LEXNET founder Douglas Yeo subsequently sued yearbook advisor Karen Mechem, *Musket* advisor Sam Kafrissen, and several school administrators, all who, he claims, forced student editors not to print the advertisements. The defense contends that the students made the decision to withhold the ads.

The motion for summary judgment is essentially a call from the defense to deny the case a jury trial because of the insufficient evidence of wrongdoing on the part of the defendants. In June 1994 Judge Stearns upheld the defense position by turning down the plaintiff's request for an injunction to halt publication of the *Musket*. His decision in the summary judgment is not available at this time.

SNOW IN G-HOUSE ON DECEMBER 16

Though there was still plenty of snow in the quad on December 16, the most beautiful snowflakes were inside. The seasonally-correctly titled Snowball, the winter semi-formal dance, attracted an estimated 200 juniors and seniors.

The annual event is a joint production of the Junior and Senior Class Councils. Both classes work together to plan the popular dance and share the proceeds to benefit other class functions.

Dialogue tackles difficult questions

by Monica Roy
and Amy DiLuna

"So..what do you think about your parents as sexual beings?" Imagine the terror, the horror. Imagine Student-Parent Dialogue Night. There were many reactions to this question, as one could imagine. Sophomore Peer Leader hopeful Chris Van Nostrand commented, "[It] was really confusing. I thought for sure that our parents didn't have sex... I mean, not that I actually think about that."

But the evening encompassed so much more than parental mating habits. Student-Parent Dialogue Night is an annual production of the LHS Peer Leaders, who, under the leadership of social worker Martha Queenin, engage in various projects to educate their classmates about issues of concern to teenagers. Held on November 9, Dialogue Night provided many students and parents an opportunity to discuss difficult issues: not to come up with solutions, but to come to a better understanding of that mysterious student-parent dynamic, something that has eluded families since the beginning of time.

Speaking of the beginning of time, one subject that came up repeatedly was the sixties. This travel in time resulted from this year's theme for Dialogue Night, "Now and Then." This theme concentrated on the differences, if any, between the prior generation and the present, and the problems that this generation gap causes.

Dialogue Night started off with a group of short skits composed by the senior Peer Leaders portraying different types of families, with members ranging from radically overprotective parents to verbally abusive children. Through their humor, the skits set the tone for the evening and proved to be valuable conversation starters for the initially awkward discussion groups. It didn't take long, however, for the conversation ball to get rolling, as the ideas and opinions about parent-kid conflicts and possible solutions flew.

According to senior Peer Leader Jennifer O'Connor, "Dialogue Night reminds students and parents that we all have the same sort of problems. Sometimes people think only they experience certain difficulties, but many issues that teenagers face are really universal, even across generations."

The night was a resounding success and Student-Parent Dialogue Night coordinators commented that this was one of the most successful such events ever. The purpose of the night was not to come up with any conclusions to the burning question, can parents and kids get along? Instead it was to voice any opinions and questions that one generation might have for the other. Although there are no easy solutions that can be found after a couple of hours of conversation, the event's participants did come up with a couple of general thoughts. Notably, there aren't all that many differences between our generation and our parents': none of us want to think of our parents as sexual beings!

"What do I think about my parents having sex?" Sophomore Alice Lin finds this Student-Parent Dialogue Night discussion question rather alarming.

photo by Dan Myung

image QUEST®

Image Quest is an exciting program that helps girls take better care of themselves by making smarter choices about fitness, diet, health, and attitude.
EMPOWER YOUSELF Call 862-1355

In Latin America, LHS students make muchos amigos

by Hui Yung

It is 6:30 a.m. as I step outside to use the latrine. I stumble awkwardly in my pajamas with my eyes halfway open, squinting from the bright sunlight. I regret accepting so many cupfuls of tea the night before; I am wide awake an hour before I usually get out of bed. Amid the dreamlike surroundings, I can see my brothers and sisters off in the distance. I smile because I can hear the laughing and playing near the barn.

With a sudden burst of energy, I run and kiss my four-year-old sister. She mumbles some indecipherable words in Spanish to me, and I give her a look of confusion. After the second or third time, I finally understand her. She tells me that she is going to miss me when I leave for the United States. With a tear in my eye, I smile and tell her that I love her and that I will miss her too.

Over the past summer, I had the opportunity to go to Mexico for seven weeks with a program called AMIGOS. AMIGOS is a non-governmental organization that sends hundreds of high school and college students to Latin America to volunteer in the promotion of public health projects. Over the course of the year, students are required to attend training meetings once a week and raise close to $3500 for the trip through fundraising.

Other LHS students have participated in the program as well. Senior Cliff Brangwynne went to Ecuador, while classmate Sumy Rhee went to the Dominican Republic this summer. Senior Ans DeBrouckere went to Ecuador in 1994. As she said, "AMIGOS is so much more than a summer job. You come to realize your strengths and weaknesses by seeing and working with very different people, seeing them cope, and seeing them try to survive."

My own AMIGOS experience started when school ended. I left for Michoacan, Mexico to spend seven weeks working on a community sanitation project. During my stay, I constructed latrines and taught people about basic health principles. Other projects I worked on included dental health, reforestation, and AIDS and cholera prevention.

When I first joined AMIGOS, I was taken in by their brochures and promotions. I thought I could change the world. Unfortunately, that was not the case. However, I learned so much from the program that even if I didn't change the world, I changed myself. When I was in Latin America, the only other American in the town where I worked was my AMIGOS partner. All the responsibility of getting my job done and taking care of myself was my own.

When I was in Mexico, I encountered many difficulties. I remember when I was first dropped off in my town with my partner. Our host family came to greet us and we tried to talk to them, but we could not understand a single word they were saying and vice versa. I wanted to leave right away. The language barrier was not the only difficulty. Differences with my partner, culture shock, and sickness were other examples of hardships most AMIGOS faced.

Despite the difficulties, AMIGOS is the most worthwhile thing I have ever done. I wanted to give up so many times, but I knew I would regret it if I ever did. This summer is almost like a hazy dream to me now. It is filled with memories of joyful, sad, and angry times. Those memories shall live on in my heart and in the heart of my family in Mexico.

As faculty advisor Deborah Johnston (foreground) helps organize materials, Model United Nations delegates prepare to truly stand above the crowd at their next conference.

photo by Joe Yoon

Dictators, terrorists, conspirators, beware. Here come the MUNsters!

LHS student diplomats combat international crises

by Carey Schwaber

Recently, students have been reported excused absent from class for days at a time. Their friends can not find them on weekends. When they finally do show up, they seem to have a new aura around them; they are more outspoken, more articulate, more confident, more communicative, more flexible, and generally refreshed. Where did they go? What happened to them? Alien abduction? No. Debate tournament? No! Conspiracy theory, anyone?

The answer is really quite simple. These students spent four days attending a Model United Nations conference in Boston. It has been rumored that this disappearance was not a freak, isolated incident. From February 1 to 4, 1996, students will again seem to vanish, though they will actually be flying to Chicago. From March 20 to 23, many LHS MUNers will vaporize in the general direction of New York City. The month of May might bring similar happenings when MUNers attend Bentley College and Clark University conferences.

What is this strange force that seems to pull students away from their homes, their families, and even (gasp!) their school work? Model United Nations is exactly what its name suggests: a simulation of the United Nations. The LHS Model UN team is but one unit in a loose confederation of similar bodies.

At each conference, assorted Model UN teams from schools nationwide assemble to represent the policies of assigned countries in General Assembly and Economic and Social Council committees, the Security Council, and Specialized Agencies. To quote world history teacher and Model UN faculty advisor Deborah Johnston, "The program is considered very highly by institutes of higher learning and looked at favorably on transcripts due to its international reputation for public speaking expedience and research skills as well as its ability to raise global awareness."

"Model UN allows you to learn about different perspectives inside and outside of this country: inside by meeting and working with people from across the nation and outside by studying the positions of foreign nations."

-Junior Jessica Carlisle

Why participate in Model United Nations? In the brief overview of the Harvard Model United Nations Conference, the HMUN staff wrote: "Perhaps the answer is the tremendous opportunity which [MUN] affords its participants to learn about international relations and current affairs. Perhaps it is the chance to practice public speaking skills and consensus-building. Perhaps it is simply the challenge of succeeding where the real UN has fallen short."

Junior Jessica Carlisle, who has formerly assumed the roles of Nigerian delegate for the Committee on the Status of Women and Zairean delegate to the Committee on Science and Technology, comments that "MUN allows you to learn about different perspectives inside and outside of this country: inside by meeting and working with people from across the nation and outside by studying the positions of foreign nations."

The benefits of participating in MUN are many and diverse. Junior Alison Kraley, who has been a justice representing the People's Republic of China on the International Court of Justice, remarks that delegates are "forced to work with a wide variety of people." Senior Erika Dahlin-Lee, formerly Zaire's delegate to the UN Environmental Programme, an advantage of MUN is "hotel rooms, hotel rooms, hotel rooms."

The Model UN experience is an invaluable learning process for all students, especially those seriously interested in international relations and foreign cultures. The Model UN team is currently interested in recruiting strong students, especially freshmen and sophomores, ready to make a serious commitment to the activity. For more information, see Adam Bund, Dafna Hochman, Cynthia Lin, Andrew Rabkin, Carey Schwaber, or Ms. Johnston. For those interested in supporting LHS Model UN financially and emotionally, a fundraising auction is scheduled for late January.

These spirited freshmen have found plenty of amigos at Lexington High School. Other LHS students have made friends across cultures by doing community service work in Latin America with a program called AMIGOS.

photo by Joe Yoon

Band Night '95 a smash

by Ranjan Roy and Chris Manschreck

On December 7, the Junior Class Council put on Band Night 1995. It was a tremendous success, as all in attendance observed music ranging from punk to classic rock to heavy metal to folk, and everything in between. The event was MC'ed by junior Bob Maclean and featured the return of Jed Berger donning a Santa Claus suit and throwing candy canes into the audience.

The actual show began with the band Blood Eagle, which consisted of sophomores Andrew Paul and David Paul and freshman Ian McLarnon. This band opened up the show with a set consisting of four original songs. Said senior Matt Hicks about the band, "Not since Pigs in Space [the defunct but legendary band composed of LHS graduates] have I seen a band as rockin' as Blood Eagle!"

Blood Eagle was followed by the band Nude, which really got the crowd worked up with the fast-paced guitar playing of junior Steve McCabe and the drumming of Aaron-Bonner Jackson. Peter Holmes who performed on bass and vocals for them. An acoustic set by junior Nader Hassan followed. Hassan entertained the crowd, not only by playing wonderful renditions of "All Along the Watchtower" and "Alison is Starting to Happen," but also by sporting a shirt that bore a slogan which drew a number of cheers from the crowd.

After Hassan's set came the band Liquid Thought. Liquid Thought had everyone singing along to rock n' roll classics like "Jumpin' Jack Flash" and "Born on the Bayou." Lead singer Alex Hart-Malloy paraded around the audience and danced provocatively on stage, thoroughly exciting the crowd. Senior Rob Hutchinson also amazed the onlookers with his unbelievable drumming, while Dave Hutchinson and Andrew Benedick

Band Night- Continued on Page 6

Classes must be interdisciplined

According to information distributed at a recent LHS Student-Faculty Senate meeting, the graduation requirements at LHS will change drastically next year to comply with a new state education law. The new graduation requirements reflect both the philosophy that students should spend more time in "core subjects" and the need for more classroom time to revolve around these core subjects in order to fill the 990 hours of learning time mandated by the state.

When implementing these changes, educators should be careful not to change the current nature of learning to such an extreme that it overlooks the individuality of each student. The current system at LHS, despite having many loopholes, promotes a student's intellectual development because students have the freedom to design their schedules around their interests and talents. For example, a student who wishes to have a more liberal arts-based education may opt to take an extra literature or art course senior year in place of a fourth year of science.

Interdisciplinary study is essential to meeting the needs of students while complying with the new regulations.

In response to the new state requirements, the Superintendent's Advisory Report stated that a "floor of excellence" should be created, where "academic skills that cross departmental lines" would be encouraged to create a more eclectic course of study. Departments would work together to create standards to assess progress. Such interdisciplinary education would make the requirements less rigid.

By following an interdisciplinary curriculum, students could effectively pursue their interests without succumbing to a system of standardized learning. Interdisciplinary education also illuminates the many links between different subject areas that departmentalized teaching artificially break. For example, a student's understanding of both science and history expands when he simultaneously studies the physics of Newton's laws and the political and religious effects of empiricism and rationalism.

Interdisciplinary study is essential to meeting the needs of students while complying with the new regulations. By simply making the more basic courses of study required at a more thorough level, the new requirements stand to become a system in which the student is not learning at her will but rather by being forced to take a class that may prove to be inconsequential to her future education.

-Chris Van Nostrand

Freeway to some is closed to most

Lexington High School is in the process of joining the rest of the world on the information superhighway. Some students have already signed the appropriate forms and received an internet account on the Lexington High School Vax system. These accounts allow students to have complete access to the Internet and provide different services such as electronic mail and world wide web access.

Unfortunately, many students do not know what they must do to receive an Internet account. Each year, flyers are posted on the wall for a two-week period to encourage people to sign up for computer club membership. Current recruiting efforts utilize a barrage of Internet buzz words, and little effort is made at educating the general student body about the school's technological resources. Many students who could benefit from this new forum are not given the opportunity to take full advantage of the technology that Lexington High School is fortunate enough to own.

The Lexington High School Computer Club or appropriate volunteers should institute a broader effort to make computer resources more available. A very simple and easy solution would be for the computer club to pass out Internet forms to each student, along with instructions on who to go to for help.

Additionally, new hardware and computer resources are generally reserved for a select few, while little effort is made at upgrading the archaic computer system that serves the broader student population. Currently, one mainframe from the 1970's is made available for student use, and five modern servers are made available only for computer club executives and members. Students are limited to extremely outdated, text based technology, while computer club members are able to use faster machines and graphical interfaces, including the four new terminals in the library. Along with information dissemination, the computer club should expand the availability of its modern machines, so that all students can fully reap the benefits of cyberspace.

-Kiran Raj and Alex Roetter

IT WAS AROUND THIS TIME WHEN JOHNNY BEGAN TO RE-EVALUATE HIS DECISION TO BUY LUNCH
I DON'T THINK YOUR FRIENDS SHOULD'VE WAITED FOR YOU
David Kong '95

Graduation requirements must prepare students for 21st century

The class of 1996 will graduate from Lexington High School on Sunday, June 9. Most of these students will be college bound with an unparalleled academic education. However, there will be students leaving Lexington High, as well as thousands of high schools around the nation, with an education which will not even enable them to fill out a job application.

It is ridiculous to assert that these students are unable to learn. They are not "slow," save perhaps in the 100-meter dash. Instead, these would-be workers are the products of social turmoil and an educational system gone awry. It is obvious that the American public educational system is troubled. While debate rages over the various methods of improvement, a simple statement captures one basic truth: graduation requirements must be higher.

Few advocates of educational change would contest the statement that American high school graduates enter the world with a lower mean level of education than students in many other countries. The reasons for improving American education, however, do not have to stem from a competitive stance against other nations. Stronger graduation requirements will have benefits that extend beyond the tangible.

Graduation requirements do not have to be raised to some implausible level, but no student should accept the national average as a goal. Instead, all students should realize that the U.S. national average in pitiful in comparison to the educational achievement in so many other countries.

One benefit lies in the fundamental nature of democracy. The United States is a country where the public is supposed to guide policy concerning both domestic and foreign affairs. A citizen who can neither read nor write is unable to educate himself or herself in the workings of politics and the credentials of various candidates. A citizen who can not find the former Yugoslavia on a map is ill-suited to craft informed opinions in a world where the Bosnian conflict is among the most pressing of foreign policy issues.

Communication at any level requires a uniform and high level of education. In a discussion about World War II, for example, it is assumed, and rightly so, that every person is familiar with the Holocaust, Pearl Harbor, the Manhattan Project, Hitler, Hirohito, Roosevelt, and Truman. In order for this discussion to progress, a basic and thorough level of knowledge must exist beforehand.

Graduation requirements do not need to be raised to some implausible level. There is no point in demanding that every student be familiar with some esoteric aspect of an obscure concept. Rather, the current requirements should be scrutinized closely. In some cases, high school graduation requirements allow students to graduate without the skills and knowledge that survival in today's world requires. No student should accept the national average as a goal. Instead, all students should realize that the U.S. national average is pitiful in comparison to the educational achievement in so many other countries.

Finally, it is simply insulting to allow the graduation of students who can not meet basic educational requirements. There is no excuse for a failure to demand the abilities to read, write, perform in mathematics and science, and demonstrate a sound grasp of U.S. and world history and politics. Such uniform requirements are not discriminatory in any way. Failure to enforce this modest test of competency undermines the foundation and future of a stable and productive society.

-Brandon Murakami

Musket

Editor-in-Chief ..... Margot Minardi
News Editors ..... Matt Kishlansky
Adam Bund
Stefanie Berman
Editorials Editors ..... Steve Pawliczek
Dave Eisner
Christopher Amar
Features Editors ..... Nicholas Rose
Rochelle Mackey
Sports Editors ..... J.R. Rudman
Philip Oliff
Layout and Art Editors ..... David Myung
Jesse Herman
Photography Editors ..... Joseph Yoon
Thomas Kennedy
Eling Chang
Business Manager ..... Kiran Raj
Technical Editor ..... Alex Roetter
Distribution Manager ..... Ethan Handwerker

* * *

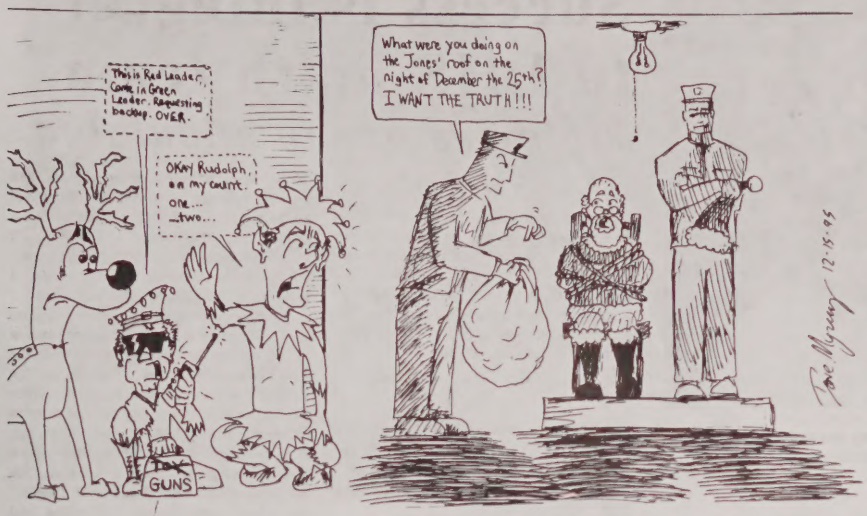
Faculty Advisor ..... Sam Kafrissen
Printer ..... Belmont Printing Company

* * *

Reporters ..... C. Chiou, A. DiLuna, M. Hemond, C. Heney, J. Hirschhorn, C. Hobbs, C. Manschreck, B. Murakami, J. O'Connor, J. Park, S. Park, M. Roy, R. Roy, C. Schwaber, C. Van Nostrand, H. Yung
Cartoonists ..... David Kong, David Myung
Photographer ..... Dan Myung

Copyright © 1994 Lexington High School *Musket*. All rights reserved.

The opinions expressed on these editorial pages are the views of either the *Musket* editorial board or of individual staff members. They are not necessarily a reflection of school policy, nor are they intended to mirror the ideas of every student. Therefore, *Musket* realizes its responsibility to print other opinions. Leave short, tasteful letters to the editor in the *Musket* mailbox in the LHS Student Activities Center or mail letters to the editor to: MUSKET, 251 Waltham St., Lexington, MA 02173. Letters may be submitted by e-mail to musket@stu.cl.lexington.ma.us. Only signed letters will ordinarily be printed. *Musket* reserves the right to edit for length and clarity.


This is Red Leader. Come in Green Leader. Requesting backup. OVER.
OKay Rudolph, on my count. one... ...two...
What were you doing on the Jones' roof on the night of December the 25th? I WANT THE TRUTH!!!
TOY GUNS
Jose Mayorga 12-15-95

SANTA'S LITTLE HELPERS

"Professional teachers" hold one end of the tenure bargain

While the mandate of the 1993 Education Reform Act requiring 990 school hours has received the bulk of the publicity, an equally pivotal element of the legislation is its elimination of tenure. Massachusetts is now off the list of seven states upholding the policy that essentially guarantees teachers jobs for life after they have proven themselves through several years of teaching. That's right, nowhere in the newly passed education reform package does it state that Massachusetts teachers have tenure provisions in their contracts.

Why, then, was there no buzz when suddenly teachers were denied the protection of tenure, rumored to provide them with "lifetime jobs," and the "freedom to do anything without fear of dismissal?" The tenure elimination came softly because this giant was replaced with a new policy. Remarkably similar to its predecessor in definition and function, the new law provides teachers with something called "professional teacher status." Despite minor changes to the dismissal process, the only major thing that seems to have changed with the new "professional status" is the name, which does not yet carry the same negative connotations as big bad tenure. The controversy remains unaddressed.

At the heart of the tenure system is the evaluation process. The tenure reform places great bearing on teacher evaluations in which "just cause" must be found for teacher dismissal. As the evaluation process stands, while it takes just three years to be granted "professional status"in a school system, it may take a greater amount of time to be removed. According to Michael Sentance, state under-secretary of education for policy and planning, the new reform "offers the most protection to teachers. Teachers' non-performance must be chronic over a period of years." Thus, it takes longer in many cases for a teacher to disprove himself than it does for him to prove himself. An effective evaluation process could transform the "professional status" legislation from one which provides too much protection and lifetime job assurance to one that does only what it was created to do: protect teachers against indiscriminate, unfair firings.

Once a teacher has gained "professional status" in the Lexington school system, he is observed between one and three times yearly to assure that he is still performing up to expectation. At the high school, the teacher observations and evaluations are conducted by both an assistant principal and a department head. Topics to be observed by the evaluator are spelled out in the teachers' contract. An evaluator must determine whether a teacher "demonstrates effective teaching" "helps students to develop skills for lifelong learning," and "interacts positively and productively with students," among other articles specified in the evaluation instrument. While the outline serves well in theory it is difficult to believe that these assessments can be accurately carried out in the allotted time of a few class periods.

Additionally, according to the teachers' contract, the teacher under evaluation must have "full knowledge" of the observation beforehand. As the teacher is forewarned, there is the possibility that the lesson observed is strengthened. The accuracy of these evaluations is therefore difficult to assess. Anyone can put on a show during three blocks of the year to maintain her "professional status."

What do these evaluations mean? Even if one year's evaluation reveals a glaring deficiency in the teacher's conduct, she is simply placed on what is called "tier II." When a teacher is placed on tier II, an improvement plan is drafted that states "an identification of the aspects of performance which are in need of improvement" and the expectations and plans for "satisfactory improvement" in these areas. In the past five years, there have been only "around a dozen or so" teachers placed on tier II throughout the entire Lexington Public School system, according to Lexington Education Association (LEA) president Philip Crosby. Not only is it incomprehensible that so few teachers have been in need of this special attention and improvement, it is peculiar that so many have been "successfully rehabilitated" in the course of the two to four months that they were on tier II. Only one "professional status" teacher has been dismissed over the past ten years.

The evaluation process is currently being re-examined, as the LEA and the School Committee will soon begin a restructuring of the system to be completed this spring. While the evaluation process as a whole is completely subjective and difficult to perfect, there are concrete steps that can be taken to improve the accuracy of teacher evaluation.

> The addition of more frequent and thorough observation periods and more student input can improve evaluation.

The evaluator must observe classes with greater frequency to attain a more accurate view of the teacher's effectiveness in class. Instead of roaming the halls and pulling kids out of class to assign detentions, the assistant principals could better serve students by observing more classes throughout the entire school year, noting progress and different types of classes that a teacher conducts. These observations should be random and teachers should not have the luxury of being warned beforehand. Additionally, to measure the learning that transpires in a classroom, an evaluator must not only observe sessions, but also review the teacher's materials to assure that the tests and work are appropriate and significantly challenging.

The students' role in the evaluation process should also be seriously considered. Currently, students fill out teacher evaluations toward the end of the year. However, the evaluation forms are not considered in the teacher's status reports but rather just given to him as suggestions for improvement. While students' opinions on their teachers are often discounted because of their susceptibility to bias due to grades and personality conflicts, students are perhaps the most accurate judges of how much learning goes on throughout the year. They can monitor intangibles that cannot be measured by the "facts" learned in the course. While an evaluator is told to determine a teacher's encouragement of "student leadership and an individual sense of responsibility," these cannot be readily observed by one not in the class on a daily basis.

The addition of more frequent and thorough observation periods and student input can improve the evaluation process. In this way, those teachers who have achieved "professional status" will be better checked to assure that they maintain their successful, professional teaching.

-Stefanie Berman

PERSPECTIVE: A window on my community

My community in Dorchester is very precious to me, although it has both positive and negative effects on my life. Having grown up in Boston, I have adapted to the way things run in the city. I suppose the reason I love living in an urban area so much is that it is what I am used to. The noisy cars, the loud music, and the aroma of nearby fast-food restaurants all come together to create a perfect atmosphere of city life.

I never used to believe that the dangers of city life would ever affect me personally, but I was dead wrong. An incident which occurred about three years ago changed my whole perspective on violence in my community.

One afternoon, around four o'clock, as my cousins and I were about to leave my house, we began to hear yelling and screaming outside. Naturally, we all huddled around the window in an attempt to see what was happening. As soon as the shade was lifted, all I could do was stare. The scene before my eyes was like something out of the movies; it was inconceivable that it was actually happening.

Directly in front of my house, a Puerto Rican man whom I knew as Mr. Gonzales was being held at gunpoint. I instantly instructed the kids to move away from the window, and I yelled for my grandmother to come quickly. As the sound of sirens rapidly drew near, I glanced out the window. Mr. Gonzales was begging and pleading uncontrollably. He asked over and over for forgiveness for whatever he had done, but it did not work. In total shock I watched as the gunman smirked devilishly and then pulled the trigger. He immediately absconded.

> I am very proud to be part of the beautiful mixture of races, colors, and cultures in my community. It is almost impossible for me to attempt to balance the positive and negative aspects of city life. However, even the worst situations will never be enough to make me turn my back on my community.

Never had I heard a gunshot rip through the air, with such intensity, the way it did that afternoon. As tears of fear streamed down my cousins' faces, all I could do was stare. I did not know what to do or think. My grandmother told me to back away from the window and sit down. But I could not take my eyes off the wounded man, now lying across my front steps. He looked so helpless, as if all the life in his body was slowly draining out. The incident seemed like a nightmare, but unfortunately it wasn't.

That experience was a big reminder for me to begin taking life more seriously. Usually I feel very safe in my community, as if nothing bad will ever happen to me. But I'm sure Mr. Gonzales felt the same way. He just found out a little too late that life is not a game. After witnessing that tragic situation, I became much more cautious, sharp, and perceptive. I still do not see the point of walking up and down the streets paranoid, afraid of what might jump out at me. I just have to stay alert and aware in case of any trouble.

My faith in God eases my fears of urban life. Religion has been one of the most important influences in my life and my family for as long as I can remember. I try to model my life according to the Bible and the religious practices with which I am familiar. Church involvement is a very positive aspect of my life. My grandmother's favorite verse from the Bible applies not only to my everyday life but also to the issue of violence in my community: "For God has not given us the spirit of fear; but of power, love, and a sound mind" (2 Timothy 1:7). There is no need to live in fear, no matter how dangerous the environment may be, if I just learn to exercise my faith.

I have also come to recognize the positive aspects of my community. On my street alone the combination of races and ethnicities is impressive. I live next door to an apartment building mostly filled with Puerto Ricans and African-Americans, across the street from a Catholic church with a primarily Haitian congregation, and up the street from an Italian family. Although everyone leads separate lives, a friendly and warm atmosphere almost always seems to take shape whenever we interact. I am very proud to be part of the beautiful mixture of races, colors, and cultures in my community.

It is almost impossible for me to attempt to balance the positive and negative aspects of city life. However, even the worst situations will never be enough to make me turn my back on my community. While there is room for improvement, there is always a place for pride.

-Charity Hobbs

These sophomore honors biology students are among the many younger LHS students taking an active interest in science and mathematics.

photo by Dan Myung

NHS students serve community and beyond

by Jennifer O'Connor

This year's National Honor Society is comprised of a dynamic group of 40 seniors who have already begun planning service activities and programs. NHS chapters are established to recognize the academic, extra-curricular, and volunteer achievements of students and to facilitate service projects for schools and their communities.

Early in the fall, the members of the Lexington chapter elected Millie Roy as president and Jennifer O'Connor as secretary. The organization's advisors are Diane Lande, Assistant Principal for Special Services, and Art Dulong, Assistant Principal for Student Affairs. At an early meeting, NHS also voted to focus on four areas of service: tutoring, a big brother-big sister program, inner city volunteer work, and Habitat for Humanity.

Directed by Jean Park and Adam Kowit, the tutoring program is off to a successful start. The group distributed a list of NHS tutors to faculty. Students in all grades looking for extra help in almost any subject can now connect with NHS tutors through their teachers. Students interested in receiving tutoring can also talk to Dulong.

The inner city volunteer group spent an afternoon at Sylvia's Haven, a non-profit housing program. They packed boxes of clothes and food for homeless women and children. Group leader Nick Rose comments, "It was a great feeling to know that we were helping some less fortunate individuals." The committee is planning to spend more time at Sylvia's Haven and also to have NHS members volunteer in Boston classrooms.

The big brother-big sister committee started its efforts at Bridge Elementary School. They met with Bridge faculty to coordinate the program, which will pair 25 NHS members with Bridge students. NHS "brothers" and "sisters" will get together with their little buddies a couple times a month to go to the movies or out for ice cream. "It will be a great opportunity for high school students to be able to connect with younger kids. I can't wait to meet my little sister. Both age groups will benefit from this program," notes NHS member Maria Bennani.

The Habitat for Humanity committee is planning a trip for NHS members to work at a site in western Massachusetts for a day to build low-income housing. NHS is also planning a blood drive, jointly sponsored by the American Red Cross, for late April. Students, teachers, and town members will be welcome to donate blood. The Red Cross deemed last spring's NHS blood drive very successful.

Each member of NHS must complete 30 hours of community service in order to be inducted into the society in March of 1996. This year, NHS members may invite their former teachers from elementary and middle school to the ceremony. Primary school teachers often do not have the opportunity to see the accomplishments of their former students. Parents, school personnel, and community members are welcome to attend the ceremony as well.

Sophomore Charles Lock smiles from under the E-House pine trees.

photo by Dan Myung

Success is integral to LHS math team

Victories are incalculable

by Jean Park

If you wander around campus after school on a given day, you will see people flocking toward J60. They are all part of the newest trend at LHS: joining the math team. With several victories to boot, the LHS math team has been off to a tremendous start this year, drawing record quantities of number-crunchers to tryouts and competitions.

"In the past, the coach would be lucky just to have enough kids to make a team. [This year,] I was afraid we would run out of booklets."

-Math team advisor Saleh Rahman

According to math team advisor Saleh Rahman, at least 40 people participate in math meets on a regular basis. In previous years, about 15 to 20 students took part in the meets. Rahman believes that his efforts to interest more students have contributed to the increase. He uses what he calls the "personal effect," phoning students at home to remind them of upcoming events. "We are attracting a lot more people," Rahman says.

Recently, 96 students took the first part of the state-wide Massachusetts Association of Mathematics Leagues (MAML) Olympiad. This record-high number of participants surpassed Rahman's expectations. "I was afraid we would run out of booklets," he exclaims.

Even with the unprecedented turnout for the MAML, Rahman hopes even more LHS students will take the American High School Mathematics Examination (AHSME), a national test administered in February. "I want to encourage more ninth graders to participate in [the AHSME] than ever before... I want to give them experience," he explains.

The team's competitive success has no limit. Lexington currently holds first place in the Massachusetts Mathematics League, the New England Mathematics League, and the Atlantic-Pacific Mathematics League. After the first meet, LHS was tied for first place in the Greater Boston Mathematics League, but, as of the second meet, the math team holds a close second place. Predicts Rahman, "We are going to be neck and neck with Canton," the school currently in first place and Lexington's perpetual rival.

The team recently took first place, for the third year in a row, in the University of Massachusetts at Lowell Math Challenge competition. The four-person team, comprised of seniors Jean Park, Kenny Shei, and Alan Wu, and junior Peter Litwack, beat 16 other schools in the buzzer-style contest modeled after the TV show "Jeopardy."

Lexington's overwhelming success has other schools grumbling. This year, the team did not receive an invitation to the Worcester Polytechnic Institute Math Competition, which LHS has won for the past three years. The reason, Rahman suspects, is that other schools were "jealous."

With may students participating in math competitions, Lexington is fortunate to have a wealth of brain power. As Rahman explains, "In the past, the coach would be lucky just to have enough kids to make a team." This year, however, there's no sine that the victories will stop adding up.

Student bands rock school

Band Night- from Page 3

contributed to the band on bass and guitar. Jason Hester impressed most everyone with his guitar playing on his original titled "Blues Downpour."

Junior Alissa Roeder followed with an individual folk set. The crowd was truly captivated as she sang "I'm Talking To You" and "The Man Who Would be Santa." Next Wu-Tang Alchemy performed. This group consisted of seniors Hester and Hart-Malloy of Liquid Thought, in addition to singers Adam Mitropoulis and Paul Jones and congo player Toby Rzepka.

Next the Bushido Blades were led by guitarists Andrew Dubeau and Greg Costello and drummer Peter Groblewski. The Blades played classics like "Father and Son" and "Sweet Jane," along with an original song titled "Nostabo." The crowd also was treated to the vocals and rapping of Mitropoulis, as well as an appearance by Roeder.

Then came an individual set performed by Skip Wilson. He entertained the crowd by performing the classics "Let It Be" and "Wild Horses." The band "Vicious Circus" played next. This band was led by Chris Manschreck on vocals and bass, along with Max Gassman on drums, and Ranjan Roy on guitar. They played two original songs and then captivated the crowd with the Grateful Dead tune "Scarlet Begonias."

Band Night ended on a high note, with the suit-clad White Broncos, who were led on vocals and bass by "Monster" Mike Welch. The orchestra pit was almost instantly filled with dancing students as the band played the tune of "Wipeout" and then continued on tunes like "I Saw Her Standing There" and "In the Midnight Hour." Steve Hart showed the crowd he was a blues monster in his own respect by amazing many onlookers with biting solos on the tune "Black Night." Skip Wilson joined Hart on guitar and impressed many in attendance with his own playing, while Dan McFadden played drums, and Jack Hamilton showed many he could not only play piano, but dance as well.

The success of Band Night 1995 has only been rivaled by that of Band Night 1994, and hopefully has proven to everyone that Band Night is an event that will become a Lexington tradition.

1996 Yearbook on sale now!

$44.00 each before December 22, 1995
$48.00 after December 22
Order forms are available in the Main Office.

SENIORS: Ads are for sale until January 8, 1996.

Though the Thanksgiving tie was a disappointment, football had a strong season overall.

file photo

Coach Tighe settles for tie as football team falls short

by Jason Hirschhorn

The Lexington High School football team didn't end their season on a sour note, but they didn't end it on a high note either. Lexington was favored in the Thanksgiving game versus Burlington, which came on the field with a 1-8 record. However, the game ended in a 6-6 tie, making Coach Bill Tighe one victory short of 200 wins in his career.

The scoring began when junior Mike Sperandio ran for four yards, giving the Minutemen a 6-0 lead. Then Burlington's reserve quarterback Gene Lane hit Steve Yavanian on a 50-yard touchdown pass late in the fourth quarter. The tie was the first between the two clubs over the last 23 years. Senior Sean D'Abbraccio carried the ball 26 times for 76 yards and played well. After the game, Tighe admitted that he was "very disappointed."

Lexington ended the season with a record of 4-5-1. Coach Tighe had much brighter hopes when the season started, "I didn't think we did as well as I expected us to do. I envisioned us going something like 6-4." Lexington struggled with a tough Middlesex league schedule. Some of the bright spots during the season included the first game, in which the Minutemen pummeled Concord, 19-0. In that game the Minutemen rushed for a combined 293 yards; D'Abbraccio had 127 yards and rushed for 72 yards on the opening drive of the second half. The opening game gave many doubtful Minutemen fans new hope.

Other season highlights included the game against Belmont, in which senior Darnell Hite returned a punt for 95 yards and sealed the victory for the Minutemen. The game against Woburn had Lexington returning for 99 yards and displayed D'Abbraccio's skills with 12 carries and 56 yards. Hite played well and had a 60-yard reversal. Junior quarterback Erik Foley went 4-10 for 79 yards.

The Winchester game proved to be an exciting one. D'Abbraccio led the Minutemen with 24 carries and 150 yards. With the score tied 7-7 and 9 seconds remaining in the first half, Hite gave the Minutemen a boost by intercepting a Winchester pass in front of the two-yard line and reversing it 98 yards for a touchdown. All of a sudden the game was 14-7, changing the entire momentum. Lexington played good defense as well, with junior Shawn Sealy and sophomore Nick Campisi registering eight tackles each and Hite close behind with seven.

Overall the season was bumpy. Lexington won three of their first four before hitting a four-game losing streak. Coach Tighe says he is looking forward to next season, however: "We are returning seven players. Two or three will be tremendous players in the league. I think we have a shot at being one of the top three teams in the Middlesex."

Some of the Lexington underclassmen who will be returning next year are sophomores Alex Olson, Campisi, and Kevin DeFrancesco, as well as juniors Sealy and Foley. Unfortunately, many seniors carried the load this season, most noticeably Middlesex All-Leaguers Bryant Lee, Peter Marino, Peter Herman, C.J. DeMatteo, Hite, and D'Abbraccio. Next season Tighe get his well-deserved 200th win.

Girls' swim team surfaces from best season in history

by Monica Roy

A successful season has come to an end for the undefeated girls' swim team. After completing a 7-0 dual meet season the girls went on to win the Middlesex League Meet where all eight teams competed at once. LHS came in a strong first, blowing their competition out of the water. After last year's disappointing second place finish, this year's win brought ecstatic reactions from the team members. With many swimmers, such as junior Carissa Carter and freshman Kelly Archidiacano, coming in first in their events, it was obvious that LHS dominated the competition.

After the League Meet the season came to a close for some swimmers, but for others it meant tapering for the sectional and state competition. These two meets required cut times that swimmers had to get to qualify for both meets. The first competition of the two was sectionals, hosted by Regis College. This meet consisted of all of the northern Massachusetts teams including Acton-Boxboro, which has been the state champion for the past six years. Although the competition was stiff, Lexington's eight girls swam to a respectable fifth place, making them the only Middlesex League team to make the top five.

The state competition came next at Wellesley College. This meet is the last meet of the girls' swim team season and consists of all of the teams in Massachusetts. Lexington did a great job ending the season with a tenth place standing in the state.

So the 1995 season has come to an end and every member on the team can taste the sweetness of victory. After a hard season of grueling work it paid off and the 1995 girls' swim team had their best season in more than ten years. On a final note Globe All-Scholastic Carissa Carter commented, "We did good!"

Satisfied with the field hockey team's impressive season, senior goalie Catherine Himmel takes a break. The team ended the season with a 13-2-3 record.

file photo

Winter may not officially begin until late December, but the winter sports teams, including varsity hockey, started practice early in the month. Season previews are on page 8.

file photo

Cross country teams finish victorious seasons in stride

by David Myung

Both the boys' and girls' cross-country teams ended their respective seasons successfully, with outstanding performances in the State Coaches' Meet and the Eastern Massachusetts Class Meet. The girls' team qualified to compete in the all-state meet for only the second time in the history of the squad, and four LHS runners were awarded the distinction of League All-Star.

The State Coaches' Meet marked some great finishes, including sophomore Daren Repici's medal-winning 23rd place effort in the sophomore race. On the girls' side, junior Sarah Day commanded an eighth place medal, followed closely by classmate Kristen Johanssen, who snagged the 23rd slot.

The cross-country teams also finished strong in the eastern Massachusetts qualifying meet. Remarkable performances by juniors Tim Calvin, Aaron Adler, and Repici helped to secure a 13th place finish for the boys' team.

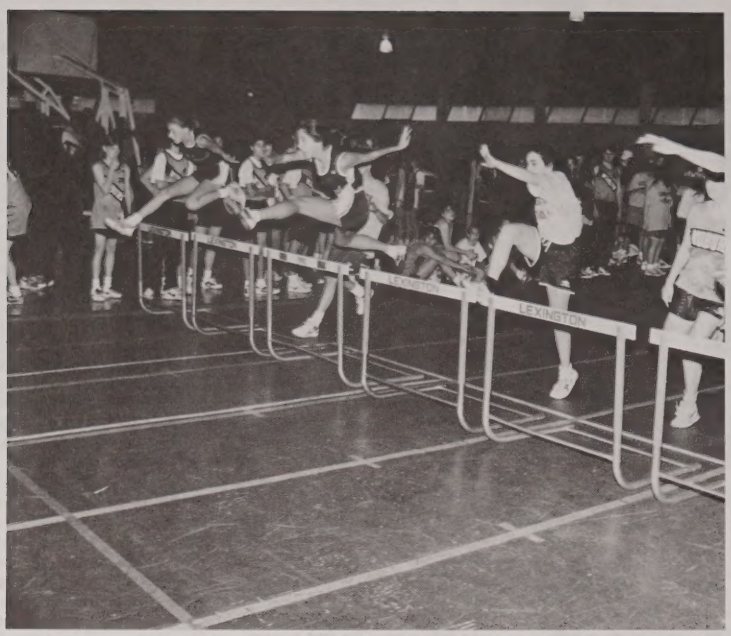
"To be an All-Star, you need to let your feet do the talking, and Sarah, Kristen, Ellen, and Aaron did just that this season."

-Coach Jeff Glew

The girls' team qualified for the state meet, taking third place by a single point. The team was led by Day and Johanssen, but the meet hinged on key performances by juniors Chi-An Wang and Ellen Humphrey, senior captains Ellen Van Wert and Jantrue Ting, and freshman Emily Wanderer. These same seven athletes advanced to state competition in Gardener, MA, the following weekend, where they earned an 11th place finish. Their standing this season is the highest in LHS history.

Four cross-country athletes were named as 1995 Middlesex League All-Stars. Sarah Day, Kristen Johanssen, Ellen Humphrey, and Aaron Adler were honored by the coaches of the league for their consistently outstanding performances in league competition. All four juniors intend to return next year to improve upon their accomplishments.

"To be an All-Star, you need to let your feet do the talking," says boys' coach Jeff Glew. "And Sarah, Kristen, Ellen, and Aaron did just that this season."



Lexington has had numerous track stars every winter, including these leaping ladies from last season. The success of the fall cross-country team indicates that indoor runners will be victorious as well.

file photo

Indoor track off to running starts

by Dave Myung

WIth the 1995-1996 indoor track season underway, the boys' and girls' teams have much to be optimistic about. The boys, led by captains Andrew Richards, Jon Shank, and Dave Myung, and the girls, led by captains Lili Anderson, Amy Porter, and Shani Graham, hope to improve upon their 5-4 records from last year.

Senior Adam Fisher, junior Todd Rosenfield and sophomore Erik Wang will provide the experience for the boys' sprinters, who are rounded out by newcomers Jim Rettman and Ethan Fried. The girls' sprint group, led by returning All-Star Shani Graham and juniors Alexandra Bailly and Hillary Donnellan, will undoubtedly be a force to be reckoned with this season.

The core of the hurdle group is comprised of experienced seniors. The boys' side has the one-two punch of Jon Shank and Ash Weaver, while the girls' side boasts the return of Morgane Landel and 1995 All-Star Michelle Guinane.

Seniors Dave Lee, Brian Claise, Chi-Chen Wen, Phil Davis, and Michelle Guinane, and juniors Hillary Donnellan and Kyoto Yamamoto hope to muscle their way to the top of the league in the shot put. High jumpers Ash Weaver, Tim Calvin, Vera Veldkamp, and Kim Barnes are also looking to soar over the competition this season.

The middle distance crews will no doubt terrorize the league again this year in the 600 and 1000 yard events with the return of All-Star Bryant Lee, Andrew Richards, Phil Oliff and newcomer Al Soparkar on the boys' side, and seniors Kim Barnes, Anna Riera, and junior Chi-An Wang, on the girls' side.

The mile and two-mile will be the domain of the distance specialists who are coming off successful fall seasons. Cross country runners Aaron Adler, Tim Calvin, Dave Myung, J.P. Mahoney, Daren Repici, Ellen Humphrey, Kristen Johannson, Jantrue Ting, and Ellen Van Wert will be supported by the experience and talent of Geddes Golay, Tim Attanucci, Lili Anderson, and Amy Porter.

With a good blend of new and old, the track teams will undoubtedly have an exciting season. Girls' tri-captain Lili Anderson sums it up by saying, "If everyone stays healthy this winter, the indoor track teams will be tough to beat."

Young hoop talent gets set for challenging season

by Courtney Heney

High school kids are rushing to doctors' offices waving physical forms. From Footlocker to Champs, the shelves of shoe stores are practically bare. Soon, kids will actually want to spend their Friday nights on school grounds. It can mean only one thing. Another exciting Lexington Minutemen basketball season is underway.

The Minutemen are coming back after making it to the first round of the MIAA tournament last season, before bowing out to the eventual champion, South Boston. They reached the first round after defeating Billerica in the elimination round in a very close, hard-fought game. This year, the Minutemen look like an entirely different team. There are many players joining the squad for the first time, including six sophomores. With the graduation of All-Star forward Brek Kohler, feisty guard Chris O'Connell, and big man Murad Wornum, there are some gaping holes to fill.

The Achilles' heel for the Minutemen will most likely be experience. The roster is currently composed of six sophomores, six juniors, and three seniors. At practice last week, the team displayed a great deal of talent. According to Head Coach Bob Farias, "we are very young, but we have some players."

In the guard position, the Minutemen are loaded. With juniors Nate Jaffee and Jon Mandle returning, Lexington should be well set in the backcourt. Jaffee, who is entering his third season as a varsity player, has the most experience of all the players on the team and was elected team captain. Mandle, who is returning after his inaugural season, will play point guard. Also guarding is offensive-minded sophomore Taj Washington, backed up by new faces junior Bobby "Bobo" Fleiss and sophomore Mike Ifill.

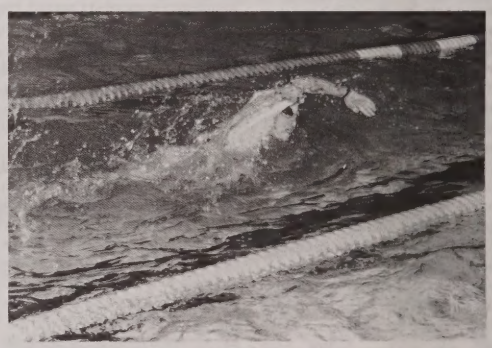
Junior Matt "Smiddy" Smith, a forward, is returning.. Last year, Smith played very well after being called up to the varsity team. The other forward will be familiar face from football Darnell Hite, a senior. Newcomers, including sophomore Jason Solomon, who bears a scary resemblance to Dennis Rodman, and juniors Jon Baker and Alex Jaked, could also get some crucial playing time, as could senior Ray Chang.

At center is second-year player senior Max Wilson. Not only can either Wilson or Smith help out in the pivot, but there is also the option of playing six-and-a-half-foot tall sophomore Jon Yasaitis and classmate Steve Navoichek. Both are improving every day.

Farias, who has coached 28 seasons of Lexington basketball, has put together quite a record in his previous 20 years of varsity coaching. His career tally in Lexington at the varsity level stands at 329 wins and 102 losses. This season, the Middlesex league, according to Farias is "going to be very tough. Stoneham has four returning starters, All-Star Mike Costello from Belmont is returning, and Winchester, which beat us twice last year, looks very strong." However, this year's team, though young, could well make some noise in the tough Middlesex League.

The girls' basketball team is coming off a championship season, but like the boys' team, it is unusually young this year.

file photo



The boys' swim team is determined to mirror the championship performance of the girls' team.

file photo

Boys' swimming hopes to make a giant splash

by Christopher Amar

Practice began for the LHS boys' swim team on November 27, marking the beginning of another winter of chlorine-scented clothes, reflective goggles, and flip turns. The team is considerably larger this year with the addition of four freshmen and seven rookie juniors. Additionally, juniors Jack Hamilton and Dan Paulsen, who swam during their freshman year but not last year, have joined the cause once again.

The heart of the team lies in the juniors, who provide strength both in numbers and in leadership. Bob Maclean and Jesse Herman have established themselves as outspoken leaders, while Steve Davis, Will Ronco, and Jake Kissel have all taken quieter routes. Maclean and Davis will be key figures in the freestyle races, while Ronco and Herman will be counted on in a number of different events. Unfortunately, Kissel has a back injury and may not be able to swim for the entire season.

Furthermore, junior Josh Caras continues to be among the fastest breaststrokers in the league, while classmates Peter Groblewski, Andrew Garland, Jason Pasquale, and Matt Cerviaux will be powerful in a variety of events.

Still, head coach John Henriques is hesitant in making predictions about this team's potential. "It's very difficult to say just how good this team will be. Since half the team is new, I do not know exactly what kind of potential we have, and the abilities of the other teams can change drastically from year to year," he warns.

On the other hand, senior co-captain Tom Kennedy sees a bright future ahead. "In the beginning, I was skeptical, but now I see just how much potential we have. The freshmen look pretty strong. Milan Raj keeps up with all of the veterans, which is impressive."

Only the lack of experience stands in the way of these defending champions. The team is young, with only twelve boys returning from last year, and yet it exudes enthusiasm and unity, which have been its hallmarks. Perhaps some talent was lost with the seniors of last year, but this year's team makes up for it with spirit.